

CHAPTER I INTRODUCTION

This chapter provide general outline of study. It covers background of the study, the research questions, the research objectives, the significant of study, research framework, research methodology and also data analysis.

A. Background of the Study

Every culture has linguistics taboo words (Sherafat et al, 2015). Unfortunately, cultures and norms differences between countries and communities makes taboo words is not appropriate in some cases. According to Jay (2009) taboo word is an offensive and emotional language. And the offensiveness of taboo words is vary depending on where, when and to whom taboo words directed and used (Andersson and Trudgil, 1990). The offensiveness of taboo words are rise and drop, in one community or country taboo words can be not offensive but in another country such as Indonesia taboo words are offensive and not appropriate in some cases. In Indonesia people just use those words without knowing if the words are offensive. For example in social media, people make a caption and made a status with those words without knowing if there's someone which is insulted with it.

The other problem appears from the use of taboo words is taboo words in English can be found easily in many English song lyrics and movies. For example in *DNCE* song titled *Cake by the ocean* there are lyrics "Let's lose our mind and go fucking crazy" and "you are fucking delicious", in *Taylor swift* song

titled *wildest dream* there are lyrics “He’s so tall and handsome as hell” and in the movie *16 wishes* there are the word “shut up”. Moreover, most of Indonesian societies who use taboo words in English are students and teenager. Qanbar (2011) stated that teenager use taboo words more often than children and adult. In Indonesia taboo words broadly use by students and teenager which is not even know if taboo words in English are offensive or not. Teenager can copy and apply those words easily because they imitate their idol and often listening to English song and watching an English movie.

Instead of that taboo words sometimes contain of racism, sexism, and religious extremist that can be insulted another person. According to fromkin et al (2011), in many cultures mostly taboo words are relating to sex, sex organ, natural bodily function, racial, national and religion epithet. For example for words relating to sex, sex organ and bodily function, like the words cunt (vagina), and cock (penis). While for racial, national, and religion epithet, taboo words that will be use are nigger or coon (for African American), slant (for Asian), and towelhead (for Middle Eastern Arab).

In using taboo words people need to be aware on what they speak, especially when they use taboo words in their daily conversation. They not only need to know about the meaning of the words but also need to know when, where, and to whom they use those words.

In the previous study Wardhaugh (2006) illustrates that something which is taboo avoid by the society, it’s believe to be something harmful, that would cause anxiety, embarrassment, or shame. As language English also has several

things that ban or avoid to be said. Although, there are several people who keep saying taboo words with excuse the freedom of speech; for example In Spain English taboo words are often used to express feeling and emotion rather than to insult someone (Almand et al, 2012). Different from Spain Sherafat et al (1990) illustrates in Iran men are using more taboo words than women in Iran women tend to be more polite and rarely using those words, this is because the cultural and the norm of Iran is different.

All of those studies indicate the same conclusion that knowing and understand taboo words is not a big deal, but use it in daily conversation needs a cut wisdom consideration. Moreover the cultures and the norms of the country is different one another (Andersson and Trudgil, 1990). Therefore, the present study analysis that illustrates the use of taboo words in students' daily conversation titled **“The Analysis of Taboo Words in the Students of the English Education Department in Their Daily conversation”**.

B. Research Question

Based on the background of the problem above, this study is designed to answer these three questions:

1. What kinds of taboo words are used by the students in their daily conversation?
2. How often do the students use taboo words in their daily conversation?
3. What are the students' reasons of using taboo words in their daily conversation?

C. Research Objectives

As it has been stated earlier, the study is intended:

1. To observe what kinds of taboo words are used by the students in their daily conversation;
2. To find how often do the students use taboo words in their daily conversation;
3. To reflect what are the students' reason of using taboo words in their daily conversation.

D. Significance of the Study

The results of this study give great of contributions of two crucial aspects:

1. Theoretical and practical.

Theoretically, the significant of this study is to give contribution to develop linguistic studies, especially for sociolinguistics study. This study give the data for pedagogical reasons to use taboo words in certain condition, any kind of taboo words, and if taboo words are offensive or not. Then, practically, this research give add our knowledge about taboo words. Nor teacher or students will understand taboo word deeply;

Teacher need to be aware of the way they speak; because in many case when they are getting angry in the class they begin to use taboo words in their speaking. This is not appropriate; teacher and students need to respect each other in the class. Hence using taboo words make students feel offended or insulted.

For students, awareness of using taboo words is very important. Students need to be aware when they use taboo words in their daily conversation. Using

those words often will make it become a habitual language. And something which is habitual will become automatically. This is very harmful because students of English Education Department sooner or later will be a teacher in the future. They need to know about people perception if they use taboo words.

Moreover, this research also improves practice. Creswell (2012) stated that research offers practicing educators new ideas to consider as they go about their jobs. It means that by reading this research teacher becomes more professional in their practice by carefully choosing their words in their speaking especially when they are speaking in the class. Furthermore, now taboo words are exist everywhere (movies, newspapers, magazines, and songs); even the senior high school students know about the word “fuck”, by reading this research teacher could give the best explanation about why taboo words are offensive and why they can’t be used everywhere. Because, teaching a language is not about transferring the information about it but also controlling students attitude and the origin norms of their country.

E. Research Framework

The study is reviewed from the literary works and research. The review will highlight what materials are including the definition, and types of taboo words in daily conversation.

1. Definition of Taboo words

The word taboo derives from the Tongan tabu. Allan and Burridge (2006) stated in Polynesia the word tabu means ‘to forbid’, ‘taboo’, and can be applied to

any sort of prohibition something like (nor act or words) which is against the rules, norms, or custom. Simply said as ‘something never done before’ in certain community or group. So, taboo words are the word that is ban or forbid to use in certain community.

Wardhaugh (2006) illustrates that English also has its taboos and most people who speak English know what these are and ‘observe’ the rules. This statement is a little bit not appropriate because people tend to speak taboo words to express their feeling and emotions, or to show their authority. EFL learners did know the meaning of that word. But contextually the meaning of taboo words change, taboo can be have their own meaning or emphasizes the meaning of the other words. Such as the word “fuck” if this word stands alone the meaning can be really offensive; but if “fuck” come together with another words for example “my fucking sister” or “fucking awesome” the meaning is change. It means that people who use taboo words can be understand the meaning of those words but knowing the meaning doesn’t guaranteed people knowing the rules also.

Fromkin et al (2011) states taboo acts or words describe the particular customs and views of the society. Among the Zuni Indians, the word takka, meaning “frogs” is ban to use during a religious ceremony. In Harry Potter world, “Voldemort” is not to be named, but it is change into “You Know-Who”. So the words are consider as taboo or not, it is depend on the norms, value, and custom of its community. EFL learners especially in Indonesia, they only follow the way of native speaker talks. But, mostly EFL learner didn’t even observe if the words

are offensive and the condition of using those words. If they didn't even know the rules of using taboo words it might be endanger them.

2. Types of taboo words

Anderson & Trudgil (cited in Sherafat and Soori 2015) stated that taboo words fall into four categories:

- a. **Expletive;** this taboo word usually used to express feeling or emotion which is not directed to anyone or certain people. For example: Hell! Shit! God damn it! And etc.
- b. **Abusive;** this kind of taboo words has opposite definition with expletive. Abusive category is directed to other people, derogatory and involves name-calling and diverse types of cursing. For example: You asshole and go to hell!
- c. **Humorous;** this category is also directed to someone and other people but different from abusive, this taboo word is not derogatory. This taboo word sounds more humorous than offensive. For example: Get your ass in gear!
- d. **Auxiliary;** category is not directed to anyone and anything. In this category taboo is only another way of speaking. For example: my fuckin... bloody... as hell.

So, there are four kinds of taboo words; the first is expletive, the second is abusive, the third is humorous, and the last is auxiliary. Every kind of taboo words has different meaning. It means that taboo words are not always offensive and immoral words. People use those words in various way and purpose.

F. Research Methodology

According to Hamilton and Clare (2003) see also Oliver (2004) in Emilia (2012) there are some things that should be discussed in this part as follows:

1. Research Design

Merriam (2009) states that Qualitative study focus on interpretation includes shaping a problem for this type of study, selecting a sample collecting and analyzing data, and writing up the findings.

This study uses qualitative method because this method is appropriate with this study. It attempts to describe the words which are considered as taboo language in students' daily conversation. This study also employs case study, because the phenomenon that occur in the students in state Islamic university. Creswell (2009) illustrates that qualitative case study involve the study of an issue explored through one or more cases within a bounded system (i.e., a setting and a context). Data are collected on or about a single individual, group, or event.

2. Research Site

The research takes place in State Islamic University Sunan Gunung Djati Bandung, English Education Department 8th semester. In general the research provides reliable information because the writer could gather the data based from real experiences that happen at the research field. Furthermore, the researcher sees the phenomena in 2012 students 8th semester. The 2012 students 8th semester also has been studying about Taboo words in their sociolinguistics lesson. The writer herself is students of English Education Department of UIN Sunan Gunung

Djati Bandung that can easily access the research field. So, it is more effective and efficient if the research is conducted on class of 2012 students.

3. Participant of The Research

According to Creswell (2012; 142), “a sample is a subdivision of the object population that researcher plans to study for leveling about the object population”. This study employs purposeful sampling method, because to select participants and site is intentionally to learn or to understand the central phenomenon.

This research analyzes English Education Department students who always use taboo words in English in their daily conversation especially students in 8th semester. Furthermore, this study takes two classes, and the numbers of the students are five because this study employs critical sampling. According to Creswell (2012), “The sampling strategy here is to study a critical sample because it is an exceptional case and the researcher can learn much about the phenomenon”. They are selected based on membership in a subgroup that has defining characteristic and possess similar trait. The students of English Education Department come from the same class and the same major. So, their understanding and their behavior in using taboo words are almost the same. They also did have the same trait by learning the material of taboo words in 6th semester.

4. Collecting Data

In the process of research, the researcher collects the data by using some techniques in order to gain the authentic data from the object of research as follow:

a. Observation

Creswell (2012) described observation is the process of gathering open ended, firsthand information by observing people and places at a research site. The observation will be formulated to answer the first research question about what kinds of taboo words are used by the students in their daily conversation. The researcher uses the observation for English education department students 8th semester. The observation takes five days in five different places, because the researcher needs to follow them in various activities and in several period of time to conclude about the phenomena. The observation will use video recording to record the data.

Furthermore, the instrument in this observation is field note. Creswell (2009) illustrates that in the field notes the researcher records the data in an unstructured and structured way (using some prior question that the researcher want to know), also activities at the research site. The researcher also using observational protocol before entering the research to plan the approach for data recording; Creswell (2009) states that observational protocol includes descriptive note (portraits of the participant, a reconstruction of dialogue, a description of the physical setting, accounts of particular events, or activities) and reflective note (the researcher's personal thoughts, such as "speculation, feelings, problems,

ideas, hunches, impressions, and prejudices”. (Bogdan and Biklen, cited in Creswell, 2009).

b. Interview

Interview is a conversation between interviewer and interviewee with a specific intent (Moleong, 2011). The interview will be formulated to answer the second research question about how often do the students use taboo words in their daily conversation and the third research question about what are the students' reason of using the taboo words in their daily conversation. Creswell (2012) illustrated a qualitative interview is used when researchers ask one or more participants to ask several open-ended questions and record their answers. Because it's hard to make an open-ended data so the researcher decided to have an interview with the respondent.

The interview that the researcher used is one-on-one interview. Creswell (2012) states that one-on-one interview is the process of data collection by asking questions and records answers from only one participant in the study at a time. By using one-on-one interviews the participants who are not hesitant to speak, who are articulate, and who can't share their ideas comfortably could talk as free as possible. While doing an interview the researcher records the data then transcribes or types the data. According to Creswell (2012) Transcription is the process of converting audiotape recordings or field notes into text data. To interpret the recording interview data, the researcher transcribes the data into a computer file and then analyzes the data. In this case the interview done to English Education department students 8th semester.

5. Data analysis

According to Creswell (2012) the analysis of the data sorted, illustrate, and formatted into a story, or a picture. In this case the data analysis organized based on each data collection technique.

Creswell (2012) stated that there are six steps in processing and analyzing Qualitative data:

a) Prepare and organize the data for analysis

First, the researcher prepares the data by collect it into a computer transcription file. The researcher transcribes field notes into an observational protocol to describe the research site situation during the observation. Also, transcribe the interview data recording into a computer file.

After that the researcher organizes the data by develop matrix or a table of sources that makes the material organization easier. According to Creswell (2012) the researcher could organize the data by three types; the first is all interviews, all observations, all documents, and all photographs or other visual materials; the second is considering organize the materials by participant, site, and location; the third is some combination of these approaches. In this research the researcher uses the first type of data organization. The researcher also keeps the duplicate copies of all form of data.

Then the researcher decides to analyze the data by hand or by computer application. The researcher chooses a hand analyzes for the data. According to Creswell (2012), a hand analysis may be preferred when you are analyzing a small

database (e.g., fewer than 500 pages of transcripts or field notes), not comfortable using computers or have not learned a qualitative computer software program, want to be close to the data and have a hands-on feel for it without the intrusion of a machine and have time to commit to a hand analysis. In this research the researcher preferred to analyze the data by hand because the researcher analyzing a small database and have not learned a qualitative computer software program.

b) Explore and code the data

After that the researcher reads the primary analysis and analyzes the data by coding the data. First the researcher explore (read) the data to get sense of the data, memoing idea, thinking about the organization of data, and considering if the researcher needs more data. Creswell (2012) states writing memos in the margins of field notes or transcripts, or under photographs, helps in the process of exploring the data. These memos are short phrases, ideas, concepts, or hunches that comes to researcher's mind.

Next, the researcher code the data. Creswell (2012) illustrates coding is the process of segmenting and labeling text to form descriptions and broad themes in the data. Here are the procedures existing the process of coding the data according to Tesch and Creswell, cited in Creswell (2012) divided into several steps:

1. Read the whole transcription carefully. Jot down in the margins some ideas as they occur to mind.
2. Choose the most interesting and the shortest part from one document (e.g., one interview, one field note). Go through it, asking the question "What is

this person talking about?” Chose the underlying meaning and write it down in the margin in two or three words, drawing a box around it.

3. Begin the process of coding the document. This process involves identifying text segments (sentences or paragraphs that relate to a single code), placing a bracket around them, and assigning a code word or phrase (labels that is used to describe a segment of text or image) that accurately describes the meaning of the text segment.
 4. After coding an entire text, make a list of all code words or phrases. Group similar codes and look for redundant codes.
 5. Then go back to the data. Try out the list of the codes preliminary organizing scheme to see whether new codes emerge. Circle specific quotes from participants that support the codes.
 6. Reduce the list of codes to get five to seven themes or descriptions of the setting or participants. Themes are similar codes aggregated together to form a major idea in the database (Creswell, 2012).
- c) Coding to build description or themes.

After explore and code the data the researcher describe the phenomenon, place or people through the codes or theme. In this stage the major research questions answered and an in-depth understanding of the central phenomenon through description and thematic development formed. According to Creswell (2012), in qualitative projects not always include both description and themes, but all studies include at least themes.

Themes also have labels that typically consist of no more than two to four words (e.g., “denial,” “campus planning”). In this stage the researcher uses the layering themes approach to add additional rigor and insight of this study. According to Creswell (2012) layering themes is builds on the idea of major and minor themes but organizes the themes into layers from basic elementary themes to more sophisticated ones. By adding layering analysis approach the entire analysis become more complex as the researcher works upward toward broader and broader levels of abstraction. The numbers of layers are varying up to two to four or five (Creswell, 2012).

d) Represent and Report Qualitative Findings

The researchers then represent the findings in visual displays that may include diagrams, and comparison tables. The findings report in description or commentary about any changes that the participants experience.

e) Interpret the Findings

In this step the researchers make an interpretation of the meaning of the research. This interpretation consists of a review of the major findings and how the research questions were answered, personal reflections of the researcher about the meaning of the data, personal views compared or contrasted with the literature, and suggestions for future research (Creswell, 2012).

f) Validate the Accuracy of the Findings

Finally, to validate the accuracy of the research the researcher checks member, and auditing.

The visualization of the process of data analysis can be seen in figure 1.1 below:

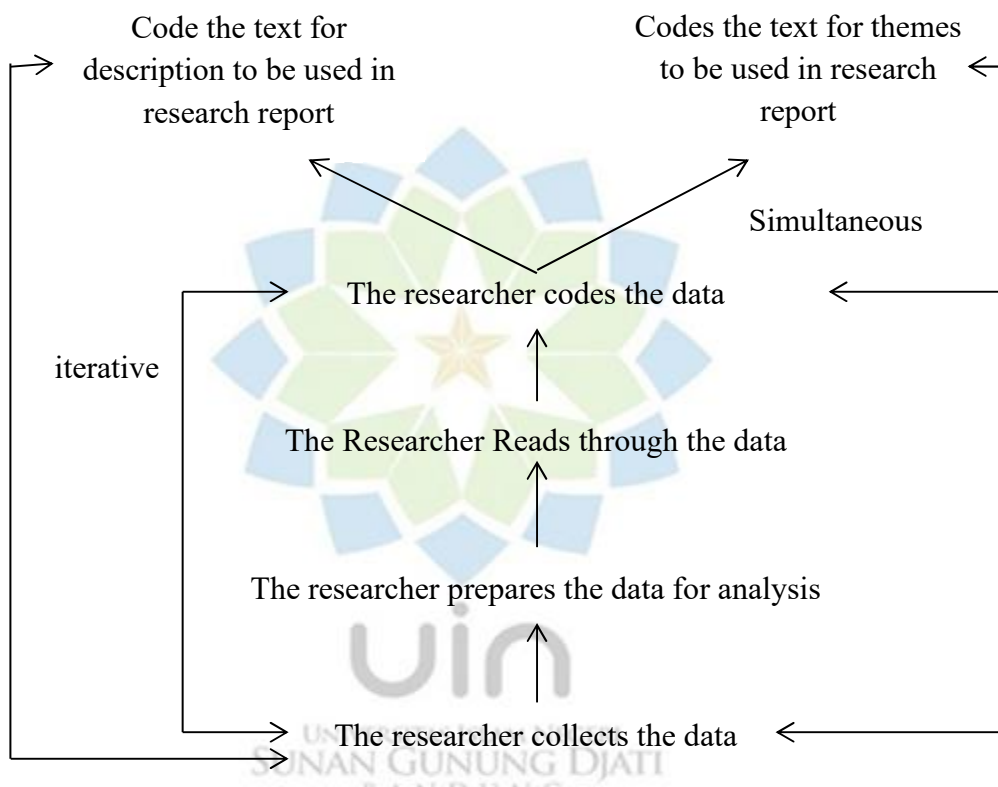


Figure 1.1: *The Qualitative Process of Data Analysis* (Cresswell, 2012, 237)